

Women's Employment.

HOME SCHOOLROOMS AS A PROFESSION FOR WOMEN.

For many years the life of a governess in a private family was more or less of an anomaly. She was expected to do everything, to teach all subjects, including music and languages, to speak French, to make and mend, to be with the children all day, to look like a lady at a salary of £25 a year. Because, in most cases, it was impossible to do all this even indifferently well, to be educated at home by a governess was considered somewhat of a disadvantage. The definite training which it is now possible to obtain has largely altered this, and definite work in a recognised sphere has been productive of much more satisfactory results.

Institutions have sprung up everywhere for the training of ladies as nurses, nursery-governesses, etc., and there are many training colleges for school teachers of all kinds.

There is also a College (*the House of Education at Ambleside*) which gives definite training to ladies for teaching in private families, and the success of the training is more than proved by the results; indeed, it is impossible to meet the constantly increasing demand for *House of Education* students. The interest felt in the College is wide-spread, and earnest and well-bred women who are looking out for a career of good, happy and well-paid work are invited to offer themselves for training.

The need of co-workers (says the prospectus) is grievously felt by mothers, especially by some of those of the upper classes whose engagements press heavily upon them, and also by those living in the country beyond the reach of schools or outside classes.

It was decided to do something to raise the standard of work in home schoolrooms all over the country, and to give to the home-taught child some of the advantages of a school education, and the *Parent's Review School* was started with this end in view; it has more than justified its existence by good and happy work in some hundreds of home schoolrooms in England and the Colonies: in fact the work done has reached so high a standard that it is rousing a good deal of public interest, and latterly there has appeared in the *Parent's Review* (the official organ of The *Parent's National Educational Union*) a list of a number of schools which have joined the *Review School*, and are working out its programmes and examination papers. These papers, sent out term by

term, give parents an exact knowledge of what is being done in the schoolroom, and it is a great support to the governess to have the sympathy and interest of the parents in what she is doing, indeed, the keen interest of the parents is a marked feature of the *Parents' Review School*.

A demand for teachers trained on these lines led to the starting of *The House of Education at Ambleside*. This College was founded to train ladies, not only for any guardianship of children to which they might be called, but to enable governesses to bring the work and discipline of the home-taught child up to the standard of the child who goes to school (from six to seventeen in the case of girls and from six to nine or ten in the case of boys).

The training had to aim at giving the student:—1. That all-round resourcefulness and capacity which a private governess must possess in order to take up the direction of a home schoolroom. 2. A solution of the difficulties of teaching several children of varying ages and at different stages. 3. The power of teaching a large number of subjects in a wide curriculum in such a way as to give each child full scope for all his powers. 4. Some knowledge of human nature and its possibilities that the teacher might intelligently assist the parents in training their children.

The work of the College is entirely training and not teaching (though opportunities are given for learning the new methods of teaching Mathematics and Latin), and may be classed broadly under the following heads:

1. Psychology, Ethics and the History and Philosophy of Education.
2. The practice of Education in the Practising School.
3. The teaching of French, German and Italian on modern methods.
4. Nature Lore, including field work, the keeping of Nature Diaries, etc.
5. Art (Drawing, Water Colours, Modelling, etc.)
6. Music, Singing and Voice Production.
7. Hygiene, Drills, Walks, Hockey.
8. Arts and Crafts (Sloyd, Basketwork, Leatherwork, Bookbinding, Wood-carving, Brasswork, Bent-iron work, Needlework, Cooking, etc.)

The College has now been in existence some fifteen years, and its students are working chiefly in private families, though some have schools and classes of their own. The chief work of the students seems likely to be always private teaching, for there are a very large number of parents who are either unable to send their children to school or who prefer to keep them at home. The students find private teaching very happy work: they are treated as members of the family, often as elder daughters, and they share the family life, its opportunities for the pursuit of hobbies, literary culture and pleasant change; all

this does away with that feeling of drudgery and isolation which falls heavily on many professional women and tends to keep up a certain freshness and youth, so good for the children and so hard to maintain in the present rush of life.

The students go out with a very definite, as well as enthusiastic, knowledge of their profession; and the feeling that they are not isolated units, but members of a large body of thoughtful parents and teachers working with the same aims in view and on the same principles and methods, gives them the power of doing steady, quiet work without the anxiety that comes of an isolated uncertainty as to methods and aims; the fairly successful student is saved, too, anxiety about ways and means; she seldom leaves one post but another is waiting to receive her and, probably, no professional women are so well-paid and so pleasantly circumstanced.

The College itself is a large old-fashioned house, standing high up in its own beautiful grounds at the head of Lake Windermere. The training course lasts two years of three terms each, and students are not received under eighteen; there is otherwise no limit of age. Candidates must have been well educated and some knowledge of spoken French and of music is very desirable.

Particulars of the Course may be had on application to the Secretary, *House of Education, Ambleside*. The London Secretary of the P.N.E.U. (26, Victoria Street, S.W.) is always glad to give any information as to the work of the Union and its various agencies.

AN interesting Conference, convened by the Central Bureau for the Employment of Women and the Guild of Household Dames, on *Domestic Service for Educated Women*, was held at Caxton Hall, Westminster, on Tuesday, Jan. 30th. We hope to include one or two of the papers then read in next month's issue. As a result of the Conference a Provisional Committee will be appointed by the Central Bureau for the Employment of Women to make investigation and to report to a second meeting of the Conference.

MAGAZINES FOR JANUARY.

ARTICLES BEARING ON WOMEN'S WORK.

The Independent Review. "THE MOTHERS OF THE FUTURE," by E. D. Marvin. Points out that the Code scheme on Domestic Economy has remained unaltered since 1879, and pleads for a more extensive and intelligent teaching of this subject.

The Lady's Realm. Jan. "WOMEN'S RESIDENTIAL CLUBS," by Sydney March.

The Lady's Realm. Feb. "THE STAGE AS A CAREER FOR WOMEN," by Clifton Bingham. Gives some account of the training at the Academy of Dramatic Art.

What is the Best Way to Bring Up a Child?

OVER-KIND AND CARELESS PARENTS.—HOW TO CURE A BAD HABIT.—THE INQUISITIVE CHILD.—THE RIGHT WAY WITH MALICE AND MISCHIEF.

IT is true that the family bond is growing far more lax to-day than two or three generations back. The preacher tells us so—the moralists are sure of it. The stern old rule, "Spare the rod and spoil the child," has held in our grandfathers' day, has vanished, and nothing definite seems to have grown up to replace it. It is said that the fathers and mothers of to-day have become over-kind, many of them, with the evil results that were fore-shadowed, or too careless, so that the child grows up with a mind undirected to what is good, and his faults unchecked.

Long ago Rousseau wrote to this effect: "It rests with you, parents of young children, to be the saviours of society unto a thousand generations. Nothing else matters. The vocations about which people weary themselves are as a child's play compared with this one serious business of bringing up our children in advance of ourselves."

Heredity is no longer a debatable theory. If every parent was anxious to cure his child of the one fault which he was conscious of in himself, or rather never gave it an opportunity to develop, how far would not the race advance in the course of two or three generations?

THE LITTLE VICES.

But the point is how to accomplish it. How often do we hear the phrase, "Nature is too strong for us," or "I was just the same as a girl, but I grew out of it." Of course, these are the little vices, a petty habit of fibbing, sudden bursts of childish temper, silliness—they may, perhaps, be beaten out, as our grandfathers averred, like dust from a carpet; but now we have grown more tender of the delicate fibre of a child's nature. Most parents to-day would rather see a child naughty than cowed.

The question is the means; for surely it is easy enough to influence a child if you know the way. Some bright light has been thrown on this important subject by Miss Charlotte M. Mason in the series of books known as the Home Education Series, and other volumes of which was published recently. She lays great stress on the fact that it is the parents' business to train their children, and there is no one else to whom it can safely be entrusted. A child of two, as most mothers know, must already have had some training—though chiefly negative—in "being good"—but even at age three the foundation can be laid of right learning and right thinking. Miss Mason's views on the training of young children are very suggestive, and from the volume that composes the series (published by Kegan Paul and Co. at 3s. 6d.) we propose to quote a few passages during the next few days.

In an early volume, "Parents and Children," there are some practical counsels to a parent who wishes to deal seriously with a bad habit.

NINE RULES FOR PARENTS.

"FIRST.—Let us remember that this bad habit has made its record in the brain.

"SECOND.—There is only one way of obliterating such a record; the absolute cessation of the habit for a considerable space of time—say, some six or eight weeks.

"THIRD.—During this interval, new growth, new cell connexions, are somehow or other taking place, and the physical seat of the evil is undergoing a natural healing.

"FOURTH.—But the only way to secure this pause is to introduce some new habit as attractive to the child as the old habit you set yourself to cure.

"FIFTH.—As the bad habit usually arises from the defect of some quality in the child it should not be difficult for the parent, who knows the child's character, to introduce the contrary good habit.

"SIXTH.—Take a moment of happy communion between parent and child; introduce by tale or example, the stimulating idea; get the child's will with you.

"SEVENTH.—Do not tell him to do the new thing, but quietly and cheerfully see that he does it on all possible occasions, for weeks if need be, all the time stimulating the new idea.

ing the new idea, until it takes great hold of the child's imagination.

"EIGHTH.—Watch most carefully against any recurrence of the bad habit.

"NINTH.—Should the old fault recur, do not condone it. Punish the punishment, chiefly the sense of your own transgression.

"TENTH.—Let the child feel the shame, not only of having done wrong, but of having done wrong when it was perfectly easy to avoid the wrong and do the right. Above all, watch unto prayer, and teach your child dependence upon divine aid in this warfare of the spirit; but also, the absolute necessity for his own efforts."

AN INQUISITIVE GIRL.

"Susie is an inquisitive little girl. Her mother is surprised, and not a little delighted, to find that the little maid is constantly on voyages of discovery of which the servants speak to each other as prying and poking. Is her mother engaged in a talk with a visitor or the nurse—behold, Susie is at her side sprung from nobody knows where. Is a confidential letter being written out, Susie is within earshot. Does the mother think she has put away a certain book where the children cannot find it—Susie volunteers to produce it. Does she tell her husband that cook has asked for two days' leave of absence—up jumps Susie with all the ins and outs of the case.

"I really don't know what to do with the child. It's difficult to put down one's foot and say you ought not to know this or that or the other. Each thing in itself is harmless enough; but it is a little distressing to have a child who is always peering about for gossip information. Yes, Susie is tiresome, but it is not a case for despair nor for thinking hard things of Susie, certainly not for accepting the inevitable.

"Regarding this tiresome curiosity as the defect of its quality, the mother casts



Even at this age the foundation can be laid of right learning and right thinking.

about for the quality, and behold, Susie is reinstated. What ails the child is an inordinate desire for knowledge, run to seed, and allowed to spend itself in unworthy objects.

When the right moment comes, introduce Susie to some delightful study, of Nature, for example, which will employ all her prying proclivities. Once the new idea has taken possession of the little girl, a little talk should follow about the unworthiness of filling one's thoughts with trifling matters, so that nothing really interesting can get in.

"For weeks together see that Susie's mind is too full of large matters to entertain the small ones; and, once the inquisitive habit has been checked, encourage the child's active mind to definite progressive work on things worth while. Susie's unworthy curiosity will soon cease to be a trial to her parents.

"A child has an edginess of custom, so constant, that it is his quality, will be his character, if you let him alone; he is spiteful, he is sly, he is sullen. No one is to blame for it; it was born in him. What are you to do with such an inveterate habit of nature? Just this—treat it as a bad habit, and set up the opposite good habit.

A MALICIOUS CHILD.

"Henry is more than mischievous; he is a malicious little boy. There are always tears in the nursery, because, with 'pinches, nips, and bobs,' he is making some child wretched. Even his pets are not safe; he has done his conary to death by poking at it with a stick through the bars of its cage; howls from his dog, screeches from his cat, betray him in some vicious trick. He makes fearful faces at his timid little sister; sets traps with string for the housemaid when her water-cans to fall over; there is no end to the malicious

tricks, beyond the mere savagery of untrained boyhood, which come to his mother's ear.

"What is to be done? 'Oh, he will grow out of it,' say the nurses, who pin their faith in time. But many an experienced mother will say, 'You can't cure him; what is in will out, and he will be a pest to society all his life.' Yet the child may be cured in a month if the mother will set herself to the task with both hands and of set purpose; at any rate, the cure may be well begun, and that is half done."

SPECIAL TREATMENT.

"Let the month of treatment be a deliciously happy month to him, he living all the time in the sunshine of his mother's smile. Let him not be left to himself to meditate or carry out ugly pranks. Let him feel himself always under a watchful, loving, and approving eye. Keep him happily occupied, well amused. All this, to break the old custom which is adversely broken when a certain length of time goes by without its repetition.

"But one habit drives out another. Lay new lines in the old place. Open avenues of kindness for him. Let him enjoy, daily, hourly, the pleasure of pleasing. Get him into the way of dealing little plots for the pleasure of the rest—a plaything of his contriving, a dish of strawberries of his gathering, shadow rabbits to amuse the baby; take him on kind errands to poor neighbours, carrying and giving of his own.

AND ITS RESULTS.

"For a whole month the child's whole heart is flowing out in deeds and schemes and thoughts of loving-kindness, and the ingenuity which spent itself in malicious tricks becomes an acquisition to his family when his devices are benevolent.

"Yes; but where is his mother to get time in these encouraging days to put Henry under special treatment? She has other children and other duties, and simply cannot give herself up for a month or a week to one child. If the boy were ill, in danger, would she find time for him then? Would not other duties go to the wall, and leave her little son, for the time, her chief object in life?

"Here is a point all parents are not enough awake to—that serious mental and moral ailments require prompt, purposeful, curative treatment, to which the parents must devote themselves for a short time, just as they would to a sick child. Neither the punishing him nor letting him alone—the two lines of treatment most in favour—ever cured a child of any moral evil."

To-morrow another book in this interesting series will be dealing with on this page.

What is the Best Way to Bring Up a Child?

The Child and the Sugar Bowl—Why the First Trespass Should Not be Allowed to Pass—How to Ensure Orderly Habits—Truthfulness and the Outdoor Life.



"We are a bit sentimental about scattered toys . . . and all the tokens of the children's presence; but the fact is that the lawless habit of scattering should not be allowed to grow upon children."

"The habit of disorder was allowed to grow upon her as a child, and her share of the blame is that she has failed to cure herself."

THE widespread interest taken in these extracts by people not previously acquainted with Miss Mason's work has led us to quote some short passages from another volume in this series, "Home Education" (Regan Paul, 2 vols., 3s. 6d. net).

This, the first volume in the series, which has already passed into its fifth edition, deals with the whole home-training of children up to the age of nine, and in some degree covers the ground enlarged upon in the other volumes. It is a most stimulating book to everyone whose fortune it is to have to do with children, whether as parent or teacher, but more particularly in the former relation.

The great underlying principle with regard to all her educational theory is that children have a natural eagerness for the acquisition of knowledge, and that it is only bad methods that give children a dislike for learning and stifle rather than quicken their intelligence.

But the aspect of greatest general interest in the original and illuminating suggestions she makes on the moral rather than the intellectual development of the child.

"Who has not met big girls and boys, the children of rich-minded parents, who yet do not know what 'must' means?"

THE MOTHER'S FAULT.

"But how has it been brought about that the babe, with an acute sense of right and wrong even when it can understand little of human speech, should grow into the boy or girl already proving 'the curse of lawless heart'? By nine degrees, and titles, and there is a little so all that is good or bad in character seems to run. Naughtily, the mother when the little hand is thrust into the sugar-bowl; and a pair of reproachful eyes seek her. Fervently, in measure, as they do unerringly, how far the little pilferer may go. It is very amusing; the mother 'cannot help laughing'; and the little trespasser is allowed to pass, and what the poor mother has not thought of—an offence, a cause of stumbling—has been cast into the path of her three-year-old child."

He has learned already that that which is 'naughtily' may yet be done with impunity, and he goes on improving his knowledge. It is needless to continue; everybody knows the steps by which the mother's 'no' comes to be disregarded, her refusal heaped into scorn, and the child has learned to believe that he has nothing to overcome but his mother's disinclination; if she chooses to let him do this and that, there is no reason why she should not; he can make her choose to let him do the thing forbidden, and then he may do it.

The next step in the argument is not too great for children who, if his mother does what he chooses, of course, he will do what he chooses; if he can, and hence forward the child's life becomes an endless struggle to get his mother to do what he wants, in which a parent is pretty sure to be wearied, having many things to think of, while the child sticks pertinaciously to the

thing which has his fancy for the moment."

Everybody must know someone whose lack of order is a nuisance to everyone acquainted with him, but he scarcely stops to trace it back to its beginning in childhood.

"It is very amusing; the mother 'cannot help laughing'; and the little trespasser is allowed to pass."

The pleasure grown-up people take in waiting on children is really a fruitful source of mischief for the parent in this matter of orderly habits. Who does not know the litter the children leave to be cleared up after them a dozen times a day, in the nursery, garden, drawing-room, wherever their restless little feet carry them? We are a bit sentimental about scattered toys and faded nosegays; but the tedious of the children's presence; but the fact is that the lawless habit of scattering should not be allowed to grow upon children.

Everybody condemns the mother of a family whose drawers are chaotic, whose possessions are flung about heedlessly; but at least some of the blame should be cordoned back to her mother. It is not as a woman that she has picked up a miserable habit which destroys the comfort, if the happiness, of her home; her habit of disorder was allowed to grow upon her as a child, and her share of the blame is that she has failed to cure herself.

The child of two should be taught not to replace his playthings. Be early. Let it be a pleasure to him, part his play, to open his cupboard and back the doll or the horse each in its place. Let him always put away things as a matter of course, and it is a pleasing habit of order formed, which will make it pleasant to him to put away his toys and irritate him to see things in the wrong place.

EDUCATION IN THE OPEN AIR.

Out-of-door life for the children occupies a large space in this volume. "Not but four, five, or six hours they should have on every tolerably fine day. April till October. . . . A journey twenty minutes by rail or omnibus, a luncheon basket, will make a day in country possible to most town-dwellers. And if one day, why not many—even suitable days?"

Let us suppose mother and child arrived at some lovely open spot, 'where it is so much always afternoon.' In the place, it is not her business to exert little people; there should be no 'no' or 'no' of talking, as it is possible, and that to some purpose. thinks to amuse children with tales of a circus or a pantomime? And there not inactively more displayed for amusement?—her mother sends the children to let off spirit in a wild scamper, and cry, and hullo, and any extravaganza comes into their young heads.

By and by they come back to

mother, and, while wins are fresh and eyes keen, she sends them off on an exploring expedition—who can see the most, and tell the most, about yonder hillock or brook, hedge or copse? This is an exercise that delights children, and may be sedulously varied, carried out in the spirit of a game, and yet with the exactness and carefulness of a lesson.

"Find out all you can about that cottage at the foot of the hill, but do not pry about too much." Soon they are back, and there is a crowd of excited faces, and a hail of questions, and random observations are shot breathlessly into the mother's ears. "There are beehives." "We saw a lot of bees going into one." "There is a large garden." "Yes, and there are sunflowers in it." And lent-and-chicken daisies and pansies. "And there's a great deal of a pretty blue flower with rough leaves, mother. What do you suppose it is?" "Borage, for the bees use it likely; they are very fond of it." "Oh, and there are apple and pear, and plum trees on one side; there's a little path up the middle, you

know." "On which hand side are the fruit trees?" "The right—so, the left; let me see, which is my thimble hand? Yes, it is the right-hand side."

This is all play to the children, but the mother is doing invaluable work; she is training their powers of observation and expression, increasing their vocabulary and their range of ideas by giving them the name and use of an object at the right moment—when they ask, "What is it?" and "What is it for?" And she is training her children in truthful habits, by making them careful to see the fact and to state it exactly, without omission or exaggeration.

The child who describes "a tall tree, going up into a point with rather round leaves; not a pleasant tree for shade, because the branches all go up, desirous to learn the name of the tree and anything her mother has to tell her about it."

But the little bungler, who fails to make it clear whether he is describing an elm or a beech, should get no encouragement; not a foot should his mother move to see his tree, no coaxing should draw her into talk about it, until in despair he gives up, and comes back with some more certain note—rough or smooth bark, rough or smooth leaves—then the mother considers, pronounced, and, full of gloe, he carries her off to see for herself.

PARENTS' NATIONAL
EDUCATIONAL UNION.
CONFERENCE AT READING.

ADDRESSES BY
LADY WANTAGE, LADY CAMPBELL,
THE BISHOP OF OXFORD, MR. W. M. CHILDS,
THE MASTER OF WELLINGTON, &c.

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THE ESSENTIALS OF A UNIVERSITY EDUCATION

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Dr. W. O'Connell, B.Sc., M.B., F.R.C.S., is
Assistant Deputy Professor of Medicine in the Faculty
of Medicine, Oxford.

How to structure two Western Banners in the East? The answer is not simple. The first thing to do is to find a good person to manage the business. The second thing is to find a good location. The third thing is to find a good time to start the business. The fourth thing is to find a good way to promote the business. The fifth thing is to find a good way to manage the business. The sixth thing is to find a good way to expand the business. The seventh thing is to find a good way to maintain the business. The eighth thing is to find a good way to improve the business. The ninth thing is to find a good way to protect the business. The tenth thing is to find a good way to develop the business. The eleventh thing is to find a good way to grow the business. The twelfth thing is to find a good way to succeed in the business.

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of good writing are readability, imagination, variety, rhythm, and a sense of humor, honesty, beauty of expression, and a sense of style. The writer should be able to write in a variety of styles, and to write with a sense of style. The writer should be able to write in a variety of styles, and to write with a sense of style. The writer should be able to write in a variety of styles, and to write with a sense of style.

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THE NEEDS OF THE STREET.
ADDRESS OF THE MAYOR OF OXFORD
to the *Assembly and University of Reading* at the *Annual Meeting of the British Education Society* on "The Needs of the Street."

Unhappily we have witnessed that our country is not only a nation of shopkeepers, but a nation of shopkeepers in the worst sense of the word. We have seen the streets of our great cities, which are the centres of our commerce, and the seats of our most important industry, filled with a mass of human beings, who are the most ignorant, the most degraded, and the most wretched of the human race. We have seen the streets of our great cities, which are the centres of our commerce, and the seats of our most important industry, filled with a mass of human beings, who are the most ignorant, the most degraded, and the most wretched of the human race. We have seen the streets of our great cities, which are the centres of our commerce, and the seats of our most important industry, filled with a mass of human beings, who are the most ignorant, the most degraded, and the most wretched of the human race.

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